

Kormilda College

2011 Semester 1

Student Name: **Beth Parker Andrews**
 Academic Year: **8**
 Tutor / Core Group: **8-3**

This report contains individual reports on the following courses:

Subject	Teacher	Grade	Effort
IB MYP Language A - English	Ms R Di Cesare	6	A
IB MYP Mathematics	Ms H Spiers	6	A
IB MYP Science	Ms J Cobb	5	A
IB MYP Humanities	Ms J Hearnden	5	B
IB MYP Language B - French	Mrs A Nikolaeva	6	B
IB MYP Physical Education & Health	Mr M Ross	6	A
IB MYP Technology - Textiles	Ms M Maher	6	A

Grade: IB MYP & IB: 1 to 7 Yr 9: % Yr 10 & Yr 11 NTCET: A to E Yr 12 NTCET: A+ to E-

Effort: A - Excellent B - Good C - Satisfactory D - Needs Improvement

Note: VET subjects - No Grade or Effort

Tutor / Core Teacher's Comment

Beth is a diligent, enthusiastic and intelligent student. She has performed well academically in all her subject areas, and her effort is consistently high, for which she is to be commended. Beth has been a valued member of the Pastoral Care program and is consistently punctual, polite and respectable. I encourage Beth to continue with her approach to her studies and she will continue to succeed.

Tutor / Core Teacher's Signature

Paulo Abrantes

Paulo Abrantes

Attendance Summary

	Absences	Lateness
Explained	1.5	0
Unexplained	1	0

Principal's Signature

David Shinkfield

David Shinkfield



Beth Parker Andrews
8-3

2011 Semester 1

IB MYP Language A - English

Course Description

Ms R Di Cesare

MYP English (Language A) is academically rigorous, and equips students with linguistic, analytical and communicative skills that can also be used in an interdisciplinary manner across all other subject groups. Students develop an appreciation of language and literature, of the nature of language and literature, of the many influences on language and literature, and of the power and beauty of language and literature. They are encouraged to recognize that proficiency in language is a valuable life skill, a powerful tool both in societal communication and as a means of personal reflection. Learning that language and literature are creative processes encourages the development of imagination and creativity through self-expression. Mastery of one or more languages A enables each student to achieve their full linguistic potential. There are six skill areas: *listening, speaking, reading, writing, viewing and presenting*, which develop as both independent and interdependent skills. Students develop these skills through the study of both language and literature. The choice of texts also provides opportunities for and influences students in further developing the attributes of the IB learner profile.

The *Australian Curriculum Standards* used this semester were *Language - ELA1540, ELA1544, ELA1547, ELA1549 and ELA1766, Literature - ELT1626, ELT1627, ELT1806 and ELT1807 and Literacy - ELY1729, ELY1732, ELY1733, ELY1734 and ELY1738.*

Current Grade Boundaries: 1 0-4; 2 5-9; 3 10-14; 4 15-19; 5 20-23; 6 24-27; 7 28-30.

Criteria	Maximum Grade	Grade
Criterion A Content (receptive and productive)	10	8
Criterion B Organisation	10	8
Criterion C Style and language mechanics	10	8

Examination Mark (%) (if applicable)	N/A		Current Internal Grade (/7)		6
Effort	A Excellent	B Good	C Satisfactory	D Needs Improvement	A

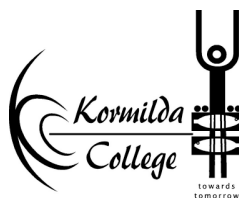
Teacher Comment

Beth is a dedicated worker who has attained a pleasing achievement level in English this semester. She produced a perceptive critique on her chosen book in Term One. Beth's essay could have incorporated a better development of contrasts between 'Chinese Cinderella' and 'Water'. She produced a neat and creative scrapbook with tasks which linked to themes in her selected novel. Use of in text referencing and effective vocabulary choices should be areas of focus for Beth in Semester Two.

Teacher's Signature Rosanna Di Cesare

Course Attendance	Satisfactory
Assessment Tasks all completed by due date	Yes
Parent Interview	Not Required

Course Attendance	Satisfactory
Assessment Tasks all completed by due date	Yes
Parent Interview	Not Required



Beth Parker Andrews
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2011 Semester 1

IB MYP Science

Course Description

Ms J Cobb

Science and its methods of investigation offer a way of learning through inquiry that can contribute to the development of an analytical and critical way of thinking. MYP Science emphasizes the role of inquiry and encourages the development of not only scientific inquiry skills but also transferable thinking skills. MYP Science aims to be inclusive of all students and challenges all students by providing opportunities for different needs and learning styles. MYP Science nurtures all students to become confident and curious learners. The MYP Science course aims to be relevant to the interests of students, providing them with opportunities to explore the role of science in historical and contemporary contexts. MYP Science aims to help students appreciate the links between science and everyday life as well as the dynamic interactions between science and society. MYP Science, in conjunction with the other subject groups and the areas of interaction, contributes to helping students broaden their understanding of themselves as individuals and as collective members of society and the natural environment.

The *Australian Curriculum Standards* used this semester were *Science Inquiry Skills - SIS139, SIS141, SIS144 and SIS148*, *Science as a Human Endeavour - SHE134, SHE135 and SHE136* and *Science Understanding - SSU149 and SSU153*.

Current Grade Boundaries: 1 0-5; 2 6-11; 3 12-18; 4 19-24; 5 25-28; 6 29-32; 7 33-36.

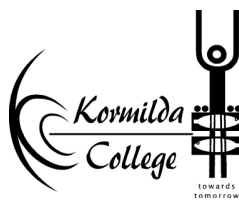
Criteria		Maximum Grade	Grade
Criterion A One world		6	5
Criterion B Communication in science		6	3
Criterion C Knowledge and understanding of science		6	4
Criterion D Scientific inquiry		6	4
Criterion E Processing data		6	N/A
Criterion F Attitudes in science		6	5
Examination Mark (%) (if applicable)	N/A	Current Internal Grade (/7)	5
Effort	A Excellent B Good C Satisfactory D Needs Improvement	A	

Teacher Comment

Beth demonstrated compassion and respect towards others and herself. These actions make a positive difference to the class. She is able to explain the way in which science is applied and used to address the need for sustainable, renewable energy. She is able to use scientific language correctly. This was particularly evident in her Disease Poster. Beth is to be commended for her Harvard style referencing skills. She is encouraged to keep this diligent approach to work next semester.

Teacher's Signature Julie Cobb

Course Attendance	Satisfactory
Assessment Tasks all completed by due date	Yes
Parent Interview	Not Required



Beth Parker Andrews
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IB MYP Humanities

Course Description

Ms J Hearnden

MYP Humanities aims to encourage students to respect and understand the world around them, and to provide a skills base to facilitate further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, contemporary, geographical, political, social, economic, religious, technological and cultural. Students gain and develop knowledge and conceptual understanding as well as the skills of research, analysis, interpretation and communication, contributing to the development of the student as a whole. The learning and development associated with humanities contributes to students developing the qualities of the International Baccalaureate (IB) learner profile and engaging with the fundamental concepts of the MYP—holistic learning, intercultural awareness and communication.

The Northern Territory Curriculum Framework outcomes used this semester were *Environments 4.3 - Natural Systems* and *Environments 5.1 - Place, Landforms and Features*.

Current Grade Boundaries: 1 0-7; 2 8-12; 3 13-18; 4 19-23; 5 24-28; 6 29-33; 7 34-38.

Criteria	Maximum Grade	Grade
Criterion A Knowledge	10	6
Criterion B Concepts	10	8
Criterion C Skills	10	7
Criterion D Organisation and presentation	8	5

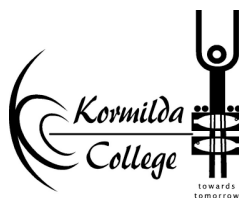
Examination Mark (%) (if applicable)	N/A		Current Internal Grade (/7)		5
Effort	A Excellent	B Good	C Satisfactory	D Needs Improvement	B

Teacher Comment

Beth has had a successful semester in Humanities, and has demonstrated a good understanding of the geographic concepts covered. Attention to detail and presentation has shown improvement during successive skills-based homework tasks. Beth is also developing good revision techniques to prepare for tests. A well kept book with all activities completed will also assist when revising and help to improve her results in the Knowledge criterion.

Teacher's Signature 

Course Attendance	Satisfactory
Assessment Tasks all completed by due date	Yes
Parent Interview	Not Required



Beth Parker Andrews
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2011 Semester 1

IB MYP Language B - French

Course Description

Mrs A Nikolaeva

The primary aim of Language B in the MYP is to encourage students to gain competence in a modern language other than their mother tongue, with the long-term goal of balanced bilingualism. The International Baccalaureate (IB) acknowledges that learning additional languages greatly contributes to the holistic development of students. Proficiency in a second language gives students access to a broader range of input, experiences and perspectives, and is believed to raise achievement in other subject areas, as well as giving the student the enjoyment of being able to communicate in a language other than his or her mother tongue. The study of MYP Language B aims to encourage in the student a respect for and understanding of other languages and cultures, and to provide a skills base to facilitate further language learning.

The Northern Territory Curriculum Framework outcomes used this semester were *Communication and Cultural Understanding - Reading and Viewing 2.1, 2.2 and 2.3, Speaking 2.1, 2.2 and 2.3, Writing 2.1, 2.2 and 2.3 and Listening 2.1, 2.2 and 2.3.*

Current Grade Boundaries: 1 0-8; 2 9-16; 3 17-23; 4 24-30; 5 31-36; 6 37-42; 7 43-48.

Criteria	Maximum Grade	Grade
Criterion A Oral communication - message and interaction	8	7
Criterion B Oral communication - language	8	6
Criterion C Writing - message and organisation	8	8
Criterion D Writing - language	8	6
Criterion E Reading comprehension	16	13

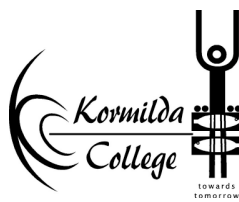
Examination Mark (%) (if applicable)	N/A		Current Internal Grade (/7)		6
Effort	A Excellent	B Good	C Satisfactory	D Needs Improvement	B

Teacher Comment

Beth has demonstrated initiative in critically and creatively applying thinking skills while developing her language skills through the MYP significant concepts. Her understanding of the similarities and differences between French and Australian school life, daily routine and weekend activities was clearly demonstrated in her assessment tasks. Beth will benefit from developing a more independent approach to completing work in class and an ability to stay focused.

Teacher's Signature _____ 

Course Attendance	Satisfactory
Assessment Tasks all completed by due date	Yes
Parent Interview	Not Required



Beth Parker Andrews
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2011 Semester 1

IB MYP Physical Education & Health

Course Description

Mr M Ross

Physical Education in the MYP is concerned with more than just participating in sports and games. Its primary aims are to encourage the development of “intelligent performers” and to encourage students to understand the importance of a balanced, healthy lifestyle. Throughout the MYP, students should develop knowledge, critical thinking and reflection skills, and a sense of responsibility, as well as interpersonal and self-motivational skills. This in turn should encourage choices that will contribute to long-term healthy living. Physical education will bring the unique perspective of learning through the physical, which can greatly contribute to students’ approaches to learning (ATL) skills, and is transferable across other subject groups. The learning and development associated with physical education should contribute to students developing the qualities of the IB learner profile and engaging with the fundamental concepts of the MYP—holistic learning, intercultural awareness and communication.

The *Northern Territory Curriculum Framework* outcomes used this semester were *Participating in Physical Activity & Movement – Movement 3.1*, *Participating in Physical Activity & Movement – Games 3.2* and *Promoting Individual and Community Health – Individual and Community Health and Safety 3.1*.

Current Grade Boundaries: 1 0-5; 2 6-10; 3 11-15; 4 16-20; 5 21-24; 6 25-28; 7 29-32.

Criteria	Maximum Grade	Grade
Criterion A Use of knowledge	8	7
Criterion B Movement composition	6	5
Criterion C Performance	10	8
Criterion D Social skills and personal engagement	8	7

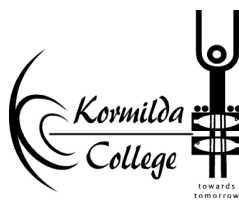
Examination Mark (%) (if applicable)	N/A		Current Internal Grade (/7)		6
Effort	A Excellent	B Good	C Satisfactory	D Needs Improvement	A

Teacher Comment

Beth is an attentive, industrious student who is a valued class member. She is to be commended for her conscientious and mature approach. I regard Beth's organisational skills and ability to work independently as being impressive. She is always a pleasure to have in the classroom.

Teacher's Signature *Matthew*

Course Attendance	Satisfactory
Assessment Tasks all completed by due date	Yes
Parent Interview	Not Required



Beth Parker Andrews
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2011 Semester 1

IB MYP Technology - Textiles

Course Description

Ms M Maher

Technology and technological developments have given rise to profound changes in society, transforming how we access and process information, how we communicate with others and how we work and solve problems. The MYP holistic approach to teaching and learning acknowledges that inquiry and problem solving contribute to students' development of thinking skills and strategies that will equip them to face the rapidly changing demands of the 21st century. MYP technology aims to provide the means and the context to help students become skilful problem solvers, who can appreciate the role of technology in everyday life and society and who can respond critically and resourcefully to real-life challenges. The MYP technology course intends to: challenge all students to apply practical and creative-thinking skills to solve problems in technology; encourage students to explore the role of technology in both historical and contemporary contexts; raise students' awareness of their responsibilities as world citizens when making decisions and taking action on technology issues.

The Northern Territory Curriculum Framework outcomes used this semester were *Creating Arts Ideas - 4.1*, *Art Skills and Processes - 4.2* and *Arts in Context - 4.4*.

Current Grade Boundaries: 1 0-5; 2 6-9; 3 10-15; 4 16-21; 5 22-26; 6 27-31; 7 32-36.

Criteria		Maximum Grade	Grade
Criterion A Investigate		6	4
Criterion B Design		6	5
Criterion C Plan		6	5
Criterion D Create		6	6
Criterion E Evaluate		6	6
Criterion F Attitudes in technology		6	5
Examination Mark (%) (if applicable)	N/A	Current Internal Grade (/7)	6
Effort	A Excellent B Good C Satisfactory D Needs Improvement	A	

Teacher Comment

Beth is an enthusiastic student who robustly goes about completing her assessment tasks. She has produced a creative soft toy patchwork bear this term, that met both the design brief and specifications to a high standard. I have appreciated her passion and input in class discussions and would encourage her to continue studying Textiles in the future.

Teacher's Signature Michelle Maher

Course Attendance	Satisfactory
Assessment Tasks all completed by due date	Yes
Parent Interview	Not Required